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ABSTRACT

This report announces the publication of an annotated bibliography on family literacy and family literacy programs. The bibliography summarizes writings and research on family literacy and on topics directly relevant to family literacy programs. Directed toward program staff, researchers, community leaders, and policymakers, the publication covers topics in the areas of conceptual issues, studies related to family literacy programs and practices, program development, assessment, and curriculum and instruction. Also included are topics that have implications for family literacy, including emergent literacy, adult literacy, parent-child interaction, and intergenerational programs. Three sample entries from the bibliography are presented, in addition to information on how to order copies. (KB)

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NCEDL Spotlights

No. 32 March 2001

Family literacy bibliography

This Spotlight *is based on Family Literacy: An Annotated Bibliography*, a new 53-page book that is part of the Carolina Family Literacy Study research program. This book also received funding from NCEDL and the UNC-Chapel Hill School of Education. Lead author is Dr. Barbara H. Wasik, a fellow at the Frank Porter Graham Child Development Center at UNC-Chapel Hill.

New publication helps family literacy programs

Family literacy programs are rapidly growing in the United States. Among the reasons for this growth are the expansion of knowledge about how children learn. We know that extensive learning takes place in the preschool years. Through social interactions in a literacy-rich environment, children acquire knowledge about the conventions and purposes of print and the uses of language in culturally organized activities.

Beliefs about the intergenerational transfer of literacy as well as concerns about children's readiness have also contributed to the development of family literacy programs. Other factors influencing the development of family literacy programs include concerns about children's difficulties and failure later in school; the need to involve parents and families more directly in programs for young children; concerns with the reading and literacy skills of many parents with low education levels; and evidence supporting the relationship between parental education levels and children's school success. Intergenerational literacy programs are seen as addressing many of these concerns.

Traditionally, literacy has been defined as one's ability to read and write. Emergent literacy is defined as ways children learn about reading and writing before receiving formal instruction. Definitions of family literacy include the multiple ways families communicate and convey information as well as programs to enhance the literacy knowledge and skills of family members. Different interpretations of these three areas, literacy, emergent literacy, and family literacy, have led to debates concerning the role of literacy programs and the methods used to enhance the literacy skills of families.

Abstract

This annotated bibliography summarizes writings and research on family literacy and on topics directly relevant to family literacy programs.

Geared toward program staff, researchers, community leaders, and policymakers, this publication covers topics in the areas of conceptual issues, studies related to family literacy programs and practices, program development, assessment, and curriculum and instruction.

It also includes topics that have implications for family literacy, including emergent literacy, adult literacy, parent-child interaction, and intergenerational programs.

Sample entry from *Family Literacy: An Annotated Bibliography*

Purcell-Gates, V. (2000). Family literacy. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research, Volume III (pp. 853–870). Mahwah, NJ: Lawrence Erlbaum. This chapter divides into three parts. The first part reviews the research that provides the foundation on which family literacy is based. These areas include the family as a foundation for learning, language and literacy development; emergent literacy; written, vocabulary/language, print, phonological awareness and letter-sound knowledge; as well as motivation. The second part discusses two different approaches to family literacy. Descriptive approaches to family literacy focus on how families use literacy. Pedagogical approaches focus on the kinds of family literacy programs. Family literacy programs range from teaching or training families specific literacy practices to beliefs that approaches need to incorporate mutual respect and collaboration with families. The third part reviews the effectiveness of family literacy programs on the impact of children's skills, achievement, and attitudes; the impact on parents' academic skills, literate behaviors, and confidence/self-esteem; and the impact on parent/child literacy interactions. The chapter ends with conclusions based on the family literacy research and with suggestions for future research in family literacy.

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Appendix B: Selected Organizations

How to order copies...

Family Literacy: An Annotated Bibliography is available online in html format at the NCEDL web site at <http://www.fpg.unc.edu/~ncedl/pdfs/spot32.pdf>.

It is also online in PDF and html formats at the U.S. Department of Education at <http://www.ed.gov/pubs/Family_Lit_2000/title.html>.

Printed copies may be ordered online at <http://oeri4.ed.gov/pubs/edpubs.html>, while supplies last. Printed copies may also be ordered by calling toll free 877–433–7827, or by writing:

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794–1398

TTY/TTD: 877–576–7734

Fax: 301–470–1244

More sample entries from Bibliography

Padak, N. & Rasinski, T. (Eds.). (1995). Family Literacy. The Reading Teacher, 48(7).

This issue is dedicated to the topic of family literacy. An introduction is followed by seven articles regarding various aspects of family literacy. The topics addressed in the articles include the importance of the family in literacy development; the Parents as Partners Reading Program; school outreach programs; the varying use of print in families; creating cultural connections between parents and their children; project FLAME and family literacy programs for Latino families; and the use of family portfolios to evaluate family literacy programs.

Taylor, D. (Ed.). (1997). Many families, many literacies: An international declaration of principles. Portsmouth, NH: Heinemann.

In an effort to counter what is described as the prevailing deficit-based view of family literacy, a group of 50 participants from around the world gathered at the International Forum on Family Literacy to set up principles for redefining family literacy. The intent was to have a broad spectrum of professionals address issues related to the family literacy movement, especially issues related to ethical and human rights concerns.

This book, a result of that conference, identifies a set of principles for family literacy and presents a compilation of articles on family literacy by researchers, teachers and parent learners. Challenging the reader to question practices based on a deficit view of family literacy, the articles cover the many different types of families served in family literacy programs, the general principles of language and literacy, ethics in research and program development, and principles for assessment, funding agencies and policymakers.

NCEDL is administratively housed at the University of North Carolina at Chapel Hill. In addition to UNC-CH, partners in NCEDL are the University of Virginia and the University of California at Los Angeles. This project is supported under the Education Research and Development Centers Program, PR/award number R307A60004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education <ed.gov/offices/OERI/ECI/>, the Office of Educational Research and Improvement, the U.S. Department of Education, or any other sponsoring organization. Permission is granted to reprint this *Spotlight*; we ask that you acknowledge the authors of the brochure and NCEDL.

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